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COMMITTEE ON THE ELIMINATION OF
DISCRIMINATION AGAINST WOMEN
Sixteenth session
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IMPLEMENTATION OF ARTICLE 21 OF THE CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN

Reports provided by specialized agencies of the United Nations on the implementation of the Convention in areas falling within the scope of their activities

Note by the Secretary-General

Addendum

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

Introductory note

1. On behalf of the Committee, the Secretariat invited the United Nations Educational, Scientific and Cultural Organization (UNESCO) on 7 May 1996 to submit to the Committee by 1 September 1996, a report on information provided by States to UNESCO on the implementation of article 10 and related articles of the Convention on the Elimination of All Forms of Discrimination against Women, which would supplement the information contained in the reports of those States to the Convention that will be considered at the sixteenth session of the Committee. These are the latest reports of Canada, Morocco, the Philippines, Saint Vincent and the Grenadines, Slovenia and Turkey.

2. Other information sought by the Committee refers to the activities, programmes and policy decisions undertaken by UNESCO to promote the implementation of article 10 and related articles of the Convention on the Elimination of All Forms of Discrimination against Women.

* CEDAW/C/1997/1.

3. The report annexed hereto has been submitted in compliance with the Committee's request.

[Original: French]

Annex

REPORT OF UNESCO TO THE SIXTEENTH SESSION OF THE COMMITTEE ON THE ELIMINATION OF DISCRIMINATION AGAINST WOMEN

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Report of UNESCO to the sixteenth session of the Committee on the Elimination of Discrimination against Women

I. INTRODUCTION

1. In accordance with article 22 of the Convention on the Elimination of All Forms of Discrimination against Women, the specialized agencies are encouraged to submit a report on the implementation of the Convention in their fields of competence. In general, all UNESCO activities are concerned with the implementation of the Convention. The Committee has requested UNESCO to comment in particular on article 10 and its implementation in countries whose reports will be presented to the sixteenth session. The Committee also decided to study the articles of the Convention in greater detail at each session. At its sixteenth session it will concentrate on articles 2, 7 and 8.

II. UNESCO DECISIONS RELATING TO WOMEN ADOPTED SINCE THE FIFTEENTH SESSION OF CEDAW

A. Establishment of the Unit for the Promotion of the Status of Women and Gender Equality

2. On 1 April 1996 the Director-General established the Unit for the Promotion of the Status of Women and Gender Equality. This Unit is to coordinate all UNESCO programmes relating to women. It is under the authority of a D1 official.

B. Establishment of the Culture of Peace Programme

3. In July 1996 the Director-General established a Programme for Women and the Culture of Peace. It is responsible for implementing the appropriate paragraphs of the action programmes of the Fourth World Conference on Women. It is under the authority of a D1 official and has four tasks:

(a) Follow-up to the UNESCO Statement on women's contribution to a culture of peace;

(b) Cooperation with the United Nations system, Member States and non-governmental organizations in developing activities corresponding to objective E.4 of the Beijing Platform for Action, which is to "promote women's contribution to fostering a culture of peace";

(c) Developing programmes and encouraging reflection and exchange of experience on the functioning of gender-sensitive democratic systems;

(d) Providing the Director-General with policy advice and analytical inputs that contribute to a dialogue between UNESCO, public authorities and representatives of civil society on the development of a culture of peace based on gender equality.

C. Strengthening of the Programme for the Advancement of Women in the Mediterranean Region

4. By placing under his authority the advancement of women in the Mediterranean region, the Director-General has strengthened the action of UNESCO in this field. He has thus ensured the follow-up of the activities undertaken at the Beijing Conference, especially those carried out in cooperation with the "Collective Maghred Egalité" in the context of the Women's Parliament in Islamic Countries. These new tasks have been entrusted to a D1.

5. This programme will be based mainly on cooperation between the Northern and Southern Mediterranean countries, with a view to the establishment of peace, solidarity and gender equality in the region. It will include the implementation of the decisions adopted in November 1996 under the Euro-Med Programme adopted at Barcelona by the Heads of State of the European Union and the Civil Forum.

D. Establishment of a Programme for the Women of Bosnia and Herzegovina in pursuance of Executive Board Decision 141 EX/93: rehabilitation plan for women and children who have been victims of the use of rape as a tool of war

6. A mission to Bosnia and Herzegovina was organized from 9 to 18 April 1996 as a follow-up to the report on the use of rape as a tool of war and with a view to the establishment of a rehabilitation plan for women and children victims of such rape.

7. This mission's aim was to evaluate the activities designed to implement the rehabilitation plan. It visited the towns of Sarajevo, Tuzla, Gorazde and Zenica. Eighteen working meetings were held with women's groups, local representatives of United Nations agencies and of the European Community, local non-governmental organizations and non-governmental organizations with experience of action in this field during the three years of the war. The persons encountered considered that UNESCO's desire to follow up its report on rape was useful and urgent.

8. Under the proposed plan three main programmes will be developed over two years:

(a) Strengthening of reception capacity and care of women and children war victims. During the three years of war, reception centres were established, notably in the towns of Tuzla, Zenica and Sarajevo, mainly for displaced women from occupied regions who had been lodged in collective centres, but also for women in distress from these towns. The centres in Tuzla and Zenica may be cited as examples and may serve as training centres. The programme is aimed primarily at the women of Gorazde, a town that suffered severely from the blockade to which it was subjected;

(b) Creation of a centre for initiatives to combat post-war marginalization and exclusion. Some of the consequences and post-war trauma are already discernible in the high rate of family violence and desertion, prostitution, etc., and have confirmed the need to create an observation

mechanism capable of sounding the alarm and explaining the situation to the public authorities and of raising awareness among the various socio-professional circles concerned (doctors, educators, judges, etc.);

(c) Strengthening of the role of women in the process of peace and democracy and of their participation in the economic and social life of Bosnia and Herzegovina. This programme is proposed on the basis of a broader understanding of the mandate entrusted to the secretariat by the General Conference and the Executive Board, but also in response to the reality on the ground and to requests from women's groups. Bosnian women's mobilization against the effects of the systematic use of violence against women, and their front-line position, have made them aware of the need to strengthen women's participation in current decision-making for the restoration of socio-political and cultural links in the region. Women are faced with two difficulties: to preserve their gains and secure a place for themselves in the new democratic institutions (political, economic, media and international), and to combat the sequels of the war (poverty, marginalization and exclusion). They also wish to uphold and 'impose' their views, which are rooted in the conviction that they belong to a 'single' community and are not diverse components of an intercultural community. a/

III. UNESCO ACTIVITIES TO PUBLICIZE THE WORK OF CEDAW

A. Dissemination of the CEDAW/UNESCO Manifesto: Towards a Gender-inclusive Culture through Education

9. Mention must be made here of UNESCO's efforts to apply the philosophy and content of the Manifesto which was included for the most part in its report to the fifteenth session of CEDAW. In this text CEDAW and UNESCO reaffirm their belief in the universal value of education for a world culture of gender equality and in the determining role of education for women. They urge the international community to recognize education as a fundamental right. The World Education Report 1995, a biannual UNESCO publication, has as its central theme the education of women and girls and stresses the access of women to scientific and technical education. The World Science Report 1995, published annually by UNESCO, devoted a whole chapter to women's place in science and technology. These sectors are given priority in the Manifesto Towards a Gender-inclusive Culture. They are included in several special projects established by UNESCO in its 1996-1997 programme. (For greater detail see section IV below.)

B. Participation of the President of CEDAW in UNESCO activities: International Women's Day: 4 March 1996

10. Madame Ivanka Corti, President of the Committee on the Elimination of Discrimination against Women, was one of the principal guests at the conference of 4 March 1996 organized by UNESCO and France for International Women's Day. It dealt with violence against women throughout the world. b/ With this participation, UNESCO was able to explain to the public at large the work of CEDAW and its important role in improving the status of women.

IV. UNESCO ACTIVITIES AND BREAKDOWN OF STATES' REPORTS TO THE SIXTEENTH SESSION OF CEDAW CONCERNING ARTICLE 10 OF THE CONVENTION

11. Article 10 of the Convention on the Elimination of All Forms of Discrimination against Women states that every effort shall be made to favour the participation of women and girls, on a footing of equality, in all forms and at all levels of education, management and planning in the field of education and in decision-making in this sector. The article calls for equality of treatment between the sexes and an improvement in the quality of public education in general.

A. UNESCO activities designed to implement article 10 of the Convention

1. Activities to promote equality of opportunities between men and women in education

12. UNESCO has a dual strategy in programme planning: to highlight women's activities in key sectors of its educational programme and to implement special programmes. Education forms the major share of its budget devoted to women. Its activities are concentrated on basic education for all. The aims are mainly increased access to, and improvement of, the quality and relevance of basic education. The project for the renovation of general and vocational education stresses the nature and content of the education given to women and girls. Finally, it may be recalled that the programmes of basic education and universal literacy are targeted on women and girls. The New Delhi office of UNESCO has published a book for primary school teachers of girls in India: From Girl Child to Person. Resource Materials for Teachers and Head Teachers of Primary Schools in India. c/ In the restructuring of the Education Sector decided on by the Director-General (July 1996), education for all occupies a central position and clearly reveals UNESCO's priorities in this field.

13. As for the special projects, defined in time, space and by the budget, they are mainly addressed to the problems of education, general illiteracy and the training of women in science and technology. UNESCO considers that science and technology are priority sectors for women's education. It has organized numerous activities concerning women and science, particularly with non-governmental organizations. It has also awarded to women scientists a substantial number of scholarships to finance scientific research projects in new fields. The world science report published annually by UNESCO devoted a whole chapter to the place occupied by women in science and technology. This chapter was widely disseminated at the World Conference in Beijing in September 1995. For the first time, UNESCO has introduced special programmes in these fields. Their main objectives are improved access to, and participation of women and girls in, teaching positions and scientific and technical careers and other specialized professions linked to development.

2. Presentation of special projects for women's education and literacy and their training in science and technology

(a) Promotion of the education of women and girls in Africa (Sahelian countries for a period of four years)

14. The aim of this project is to reinforce girls' and women's education, female literacy and continuing education, to provide training and technical assistance for planning and implementing more effective schooling of girls and to develop alternative delivery systems for literacy and non-formal continuing education of women, thus promoting girls' and women's empowerment and their status in society.

(b) Scientific, technical and vocational training of girls in Africa (Sahelian countries for a period of six years)

15. The aim of this project is to favour the access of girls to scientific, technical and vocational education, to assess and reduce the obstacles encountered by girls in acceding to scientific, technical and vocational education and to promote the development of gender-specific strategies to enhance the access of girls to such education.

(c) Women, higher education and development (all regions, with emphasis on Africa and countries in transition for a period of six years)

16. The aim of this project is to improve the status and accession of women to responsible posts in professional fields directly linked to development, particularly in such fields as science and technology, health and community development.

B. Breakdown of States' reports to CEDAW

1. General trends in world education: breakdown of 1995 statistics

17. Progress for girls and women in education requires firstly greater access and full participation in formal basic education and formal or informal continuing education, thus allowing them real integration or re-integration in society.

18. Such progress is currently measured by the increase in the rates of literacy and schooling but it must also be measured by the nature and content of the education given.

19. The place of women and girls in the field of education has considerably improved and the gap between men and women has narrowed greatly since 1970.

20. In all the countries providing information the literacy rates for women have increased, except in Barbados, Comoros, Jamaica and Lesotho. It exceeds the rates for men in Uruguay, Jamaica and Nicaragua. It is lower in the rural areas, except for Estonia and Tadjikistan.

Table 1. Estimated adult literacy rates, by region, 1980 and 1995 a/

	1980			1995		
	MF	M	F	MF	M	F
WORLD TOTAL	69.5	77.2	61.9	77.4	83.6	71.2
Developing countries of which:	58.0	68.9	46.8	70.4	78.9	61.7
Sub-Saharan Africa	40.2	51.8	29.2	56.8	66.6	47.3
Arab States	40.8	55.0	26.2	56.6	68.4	44.2
Latin America/Caribbean	79.7	82.1	77.5	86.6	87.7	85.5
Eastern Asia/Oceania	69.3	80.4	58.0	83.6	90.6	76.3
of which: China	66.0	78.6	52.7	81.5	89.9	72.7
Southern Asia	39.1	52.8	24.5	50.2	62.9	36.6
of which: India	40.8	55.3	25.3	52.0	65.5	37.7
Least developed countries	36.5	48.3	24.9	48.8	59.5	38.1
Developed countries	96.6	98.0	95.4	98.7	98.9	98.4

a/ Percentage of literate adults in the population aged 15 years and over.

Source: World Education Report 1995.

21. The enrolment rates of girls at the primary level has increased or has remained the same, except in 14 countries. Among these, some, in particular Austria, Finland and Norway, already had a high rate 20 years ago, and others, in particular Bulgaria, Hungary, Poland, Zaire and Zambia might attribute their absence of improvement to economic reforms and budgetary restrictions.

Table 2. First-level education: gross enrolment ratios, by region, 1985 and 1992 (percentage)

	1985			1992		
	MF	M	F	MF	M	F
WORLD TOTAL	98.6	105.5	91.4	98.6	103.8	93.2
Developing countries of which:	98.9	107.1	90.4	98.4	104.4	92.2
Sub-Saharan Africa	76.0	83.9	68.1	73.1	79.6	66.7
Arab States	87.8	99.1	76.0	89.2	97.9	80.2
Latin America/Caribbean	106.5	108.6	104.3	108.2	110.2	106.1
Eastern Asia/Oceania	116.4	122.9	109.6	114.5	117.1	111.6
of which: China	123.2	132.0	113.9	120.4	123.5	117.1
Southern Asia	84.7	97.6	70.6	91.2	101.4	80.2
of which: India	95.9	110.1	80.5	100.9	111.6	89.3
Least developed countries	65.6	75.2	55.6	68.7	76.5	60.8
Developed countries of which:	97.1	97.3	97.0	99.7	100.0	99.5
Northern America	100.9	101.2	100.7	106.3	107.0	105.5
Asia/Oceania	96.8	96.9	96.7	95.4	95.6	95.2
Europe/Russian Federation	95.5	95.7	95.3	98.0	98.0	98.0

Source: World Education Report 1995.

22. The enrolment ratio for girls at the secondary level has generally increased in all countries, except Bahamas and Barbados, where in fact it has fallen.

Table 3. Second-level education: gross enrolment ratios, by region, 1985 and 1992 (percentage)

	1985			1992		
	MF	M	F	MF	M	F
WORLD TOTAL	48.7	53.6	43.6	54.1	58.3	49.6
Developing countries of which:	37.7	43.9	31.2	44.9	50.4	39.0
Sub-Saharan Africa	21.8	25.7	17.9	23.1	25.9	20.3
Arab States	45.7	53.9	37.2	53.8	60.1	47.1
Latin America/Caribbean	50.3	48.8	51.8	53.5	51.2	55.9
Eastern Asia/Oceania	40.4	45.5	35.1	50.1	54.0	45.9
of which: China	39.1	45.3	32.5	53.7	58.9	48.2
Southern Asia	34.0	43.4	23.7	43.0	52.2	33.1
of which: India	37.5	47.9	26.1	48.0	58.4	36.7
Least developed countries	16.5	21.7	11.3	17.6	21.8	13.2
Developed countries of which:	96.4	95.9	97.0	95.8	94.3	97.3
Northern America	97.7	97.5	97.8	96.5	95.8	97.3
Asia/Oceania	97.0	96.8	97.2	97.0	96.0	98.0
Europe/Russian Federation	95.8	95.0	96.6	95.1	93.2	97.1

Source: World Education Report 1995.

23. The enrolment ratio for girls in higher education has further increased in most countries, thus showing greater progress than the primary and secondary levels. It has fallen in only four countries, Angola, Jamaica, Mozambique and Viet Nam. In Angola, Mozambique and Viet Nam, this fall is due partly to the war and in Viet Nam to a re-ordering of resources in favour of primary education to the detriment of higher education.

Table 4. Third-level education: gross enrolment ratios, by region, 1985 and 1992 (percentage)

	1985			1992		
	MF	M	F	MF	M	F
WORLD TOTAL	12.5	13.4	11.6	14.6	15.4	13.7
Developing countries of which:	6.1	7.5	4.6	7.8	9.3	6.1
Sub-Saharan Africa	2.2	3.4	1.1	3.3	4.5	2.1
Arab States	11.5	14.7	8.1	13.0	15.8	10.1
Latin America/Caribbean	15.7	17.2	14.3	17.7	18.1	17.2
Eastern Asia/Oceania	4.3	5.2	3.3	5.5	6.2	4.6
of which: China	1.4	2.0	0.9	1.9	2.4	1.3
Southern Asia	5.3	7.3	3.2	7.7	10.7	4.5
of which: India	6.0	8.1	3.8	...	...	...
Least developed countries	2.6	3.8	1.3	3.1	4.5	1.6
Developed countries of which:	38.9	37.7	40.1	46.7	44.0	49.5
Northern America	61.7	57.4	66.1	82.0	73.2	91.3
Asia/Oceania	28.8	32.2	25.2	33.3	34.4	32.1
Europe/Russian Federation	32.3	31.1	33.6	37.4	35.7	39.1

Source: World Education Report 1995.

Table 5. Examples of percentages of girls enrolled a/ in higher education in certain university faculties, by major branches of study

Country %F	Year	Human Sciences	Law	Social Sciences	Natural Sciences	Math/ Computers	Medi-cine	Engin-eering	Agri-culture
Ghana	1990	31	50	27	15	11	23	3	11
Swaziland	1991	63	40	51	33	b/	--	--	28
Uganda	1990	33	34	26	15	10	22	8	18
Kuwait	1991	66	50	74	65	72	63	39	--
Brazil	1991	74	44	57	49	38	64	17	30
Mexico	1990	57	40	59	54	41	54	16	21
Italy	1991	80	53	47	51	42	50	11	34
Sweden	1991	64	54	74	53	19	62	21	45

a/ In courses leading to a licence -- information not available.

b/ Discipline included in the faculties.

Source: 1993 UNESCO Statistical Yearbook in World Science Report 1995.

2. Comments on States' reports to the sixteenth session of CEDAW

Canada

Table 6. Gross enrolment ratio at primary level (percentage)

Total		M		F	
1980	1992	1980	1992	1980	1992
105	105	106	106	105	104

Table 7. Gross enrolment ratio at secondary level (percentage)

Total		M		F	
1980	1992	1980	1992	1980	1992
91	104	90	104	92	103

Table 8. Third-level education: percentage of girls in each branch of study, 1992

All branches	Education	Letters	Law and social sciences	Exact and natural sciences Engineering Agriculture	Medical sciences
54	76	61	59	20	74

24. Canada's report states that, while most Canadian women can read, some, especially those in older age groups and women born outside Canada, are the most likely to have literacy problems. But this is also true for Canadian men in the same categories. While the level of educational attainment increased during the 1980s, women are still somewhat less likely than men to be university graduates. By 1989, 10 per cent of women aged 15 and over had earned a degree, up from 7 per cent in 1981. In spite of this increase, women degree-holders accounted for 14 per cent of adult men in 1989, compared with 11 per cent in 1981. The difference is greater in certain disciplines. For example, women are more likely to enrol in education, humanities and social sciences and less likely to enrol in fields relating to science and technology.

Morocco

Table 9. Estimated number of illiterate adults

1980		1995	
Total (thousands)	%F	Total (thousands)	%F
7 824	60	9 730	62

Table 10. Estimated adult illiteracy ratio (percentage)

1995		
Total	M	F
56.3	43.4	69.0

Table 11. Gross enrolment ratio at primary level (percentage)

Total		M		F	
1980	1992	1980	1992	1980	1992
83	73	102	85	63	60

Table 12. Gross enrolment ratio at secondary level (percentage)

Total		M		F	
1980	1992	1980	1992	1980	1992
26	35	32	40	20	29

Table 13. Third-level education: percentage of girls in each branch of study, 1992

All branches	Education	Letters	Law and social sciences	Exact and natural sciences Engineering Agriculture	Medical sciences
36	17	45	35	29	36

25. Morocco's report describes the high rate of illiteracy of its population: 77.9 per cent of its women aged 10 years and older in 1982 were unable to read

or write. This percentage increases with age and in the rural areas. The figures quoted in the World Education Report 1995 show that in 1995 there was an increase over 1980 in the number of illiterate adults and women and consequently a step backwards in women's and girls' education. There was an increase in enrolment at the primary level between 1976 and 1986 whereas between 1980 and 1982 the World Education Report 1995 notes a substantial decrease. According to Morocco's report, the secondary education of girls has made progress since 1980. This information is confirmed by the figures cited above. The report admits the low enrolment of girls in higher education but notes an increase in the number of girls enrolled in scientific and technical subjects.

Philippines

Table 14. Estimated number of illiterate adults

1980		1995	
Total (thousands)	%F	Total (thousands)	%F
2 911	55	2 234	53

Table 15. Estimated adult illiteracy ratio (percentage)

1995		
Total	M	F
5.4	5.0	5.7

Table 16. Gross enrolment ratio at primary level (percentage)

Total		M		F	
1980	1992	1980	1992	1980	1992
112	112	114	...	110	...

Table 17. Gross enrolment ratio at secondary level (percentage)

Total		M		F	
1980	1992	1980	1992	1980	1992
64	77	60	...	69	...

Table 18. Third-level education: percentage of girls in each branch of study, 1992

All branches	Education	Letters	Law and social sciences	Exact and natural sciences Engineering Agriculture	Medical sciences
59	77	60	67	27	76

26. The report of the Philippines states that men and women are equal in the educational field, an affirmation confirmed by the above figures.

St. Vincent and the Grenadines

Table 19. Third-level education: percentage of girls in each branch of study, 1992

All branches	Education	Letters	Law and social sciences	Exact and natural sciences Engineering Agriculture	Medical sciences
68	74	54	71	55	97

27. In the field of education the 1994 report of St. Vincent and the Grenadines is more descriptive and detailed than that of 1991. It is also more optimistic about the equality of opportunity between girls and boys at the primary and secondary levels. However, the report is not precise enough. It does not always provide the data on literacy and enrolment ratios which would facilitate a study of the situation, especially as compared with other States.

Slovenia

Table 20. Gross enrolment ratio at primary level (percentage)

Total		M		F	
1980	1992	1980	1992	1980	1992
...	96	...	96	...	96

Table 21. Gross enrolment ratio at secondary level (percentage)

Total		M		F	
1980	1992	1980	1992	1980	1992
...	89	...	88	...	91

Table 22. Third-level education: percentage of girls in each branch of study, 1992

All branches	Education	Letters	Law and social sciences	Exact and natural sciences Engineering Agriculture	Medical sciences
54	80	68	64	27	73

28. So far, Slovenia's report has not been sent to UNESCO. We cannot therefore comment on it. Illiteracy ratios are not available. The figures cited in the World Education Report 1995 show that girls and boys are equal as regards enrolment at the primary and secondary levels.

Turkey

Table 23. Estimated number of illiterate adults

1980		1995	
Total (thousands)	%F	Total (thousands)	%F
9 384	73	7 231	76

Table 24. Estimated adult illiteracy ratio (percentage)

1995		
Total	M	F
17.7	8.3	27.6

Table 25. Gross enrolment ratio at primary level (percentage)

Total		M		F	
1980	1992	1980	1992	1980	1992
96	103	102	107	90	98

Table 26. Gross enrolment ratio at secondary level (percentage)

Total		M		F	
1980	1992	1980	1992	1980	1992
35	61	44	74	24	48

Table 27. Third-level education: percentage of girls in each branch of study, 1992

All branches	Education	Letters	Law and social sciences	Exact and natural sciences Engineering Agriculture	Medical sciences
35	43	46	34	28	47

29. So far Turkey's report has not been sent to UNESCO. We cannot therefore comment on it. The figures cited in the World Education Report 1995 showed in that year Turkish women as representing 76 per cent of the illiterate population. This was an increase; in 1980 they represented 73 per cent. The same report states that girls and boys are almost equal in primary education. But this equality does not exist at the secondary level.

V. CONSIDERATION OF SPECIAL ARTICLES BY THE SIXTEENTH SESSION

A. Article 2

30. Article 2 of the Convention requests States to adopt constitutional and legislative measures establishing the principle of equality between men and women, prohibiting all discrimination against women and instituting legal protection for women against any violation of this principle and any act of discrimination. It also requests States to take all necessary measures to modify or abolish any laws or regulations which discriminate against women and to eliminate any practice which constitutes such discrimination.

1. UNESCO activities to identify and implement legal texts designed to establish equality of opportunity between men and women, in particular, article 2 of the Convention

(a) Programme of legal apprenticeship and literacy

31. In its plan of action 1996-1997 UNESCO has included a programme of legal apprenticeship and literacy. Its aim is to allow women and politicians to identify any law or rule that runs counter to the principles of equality between men and women and of non-discrimination against women. It is also designed to train legal technicians so that they can apply more efficiently, and gain greater control over, legal equality between the sexes. UNESCO is also conducting a programme of education and training in human rights and is encouraging any initiative taken on these lines. In 1995 it took part in the publication of a collection of reports following a workshop held from 12 to 13 May 1993 on education, training and information concerning human rights in Namibia. The collection was entitled Human Rights Education and Advocacy in Namibia in the 1990s: A Tapestry of Perspectives. Part Three of the collection is devoted entirely to the problem of equality in law between men and women in Africa. It also states the views of African women - Namibian women in particular - on human rights. See Part III, "Towards a Gender-Balanced Perspective on Human Rights in Africa: Human Rights through the Eyes of African Women; Women and Law in Namibia: A Call for Reform; Human Rights through the Eyes of Namibian Women."

(b) Programme to apply the laws protecting women against violence in private and public life

32. Violence against women is an extreme form of discrimination. UNESCO promotes campaigns against such violence and organizes programmes to protect the victims. This year it sponsored the conference of 4 March to celebrate International Women's Day. The conference was devoted to violence against women throughout the world and studied the legal procedures best suited to combat it. The seminar held after the conference discussed in detail the legal difficulties involved and the scope of the measures required. The conference revealed the diversity of violence against women (prostitution, trafficking, conjugal violence, certain cultural and religious practices) and the diversity of the socio-cultural contexts in which they take place. It took note of the experience of Canada, the first country to work out a real policy for helping women victims of violence. This policy was supported by a stable government and a network of aides and services. A plan to prevent, detect and oppose conjugal violence was signed by the Prime Minister and countersigned by the Ministries of Justice, Health, Social Services and the Status of Women. Canada was also the first country to establish by law programmes for dealing with violent spouses. Canada's example shows what can be done by national institutions in the fight against violence and the protection of women victims.

(c) Meeting of the "Collective Maghreb Egalité" (Tunis 19-24 April 1996)

33. The Collective is concerned mainly with the elimination against women in the legislation of the Maghreb countries, in particular texts dealing with personal and family relations. These discussions have become more and more

important with the recent signing of the Convention by the three countries in question. The conference was entitled "Meeting of the Collective 1995 Maghreb Egalité - action to be taken before the year 2000". It was organized by UNESCO and held in Tunis from 19 to 24 April 1996. The conference adopted the following agenda: a second conference in the year 2000, an annual report on violations of women's rights, national and regional activities to promote the text of "100 measures". This text was originally prepared by "The Parliament of Women in Islamic countries" which was held in the NGO Forum in Beijing in September 1995. It puts forward 100 legal provisions based on traditional Islamic texts and the proposals of certain countries, Tunisia in particular. The measures were well received both in the Arab-Muslim world and in Asia and Africa. They will be promoted both at the national and regional level. The work of the Collective has made it possible and will continue to make it possible to analyse the difficulties of reconciling the Convention, and especially article 2, with traditional Islamic law.

B. Articles 7 and 8

34. Articles 7 and 8 of the Convention concern the access to, and participation of, women in political and public life on equal terms with men. Article 7 deals with public and political life at the national level. Article 8 deals with political and public life at the international level.

1. UNESCO activities to promote equality of opportunity in political and public life at the national and international level

35. UNESCO is conducting programmes to improve women's access to, and participation in, political and public life and the public professions. It emphasizes programmes of advanced training in specialized fields, such as science and technology, in order to reduce the gap between the sexes and to give women a share in the political and public decisions of a country. In cooperation with non-governmental organizations, UNESCO organizes training activities and advisory services designed to encourage the full participation of women in democratic life, especially in management and administration. It also seeks to strengthen cooperation between parliamentary women.

(a) Publication of Femmes africaines et démocratie

36. In 1995 the UNESCO regional office at Dakar published the book Femmes africaines et démocratie under the direction of Timothée Ngakouto. It was written because of Africa's concern to re-think the definition of relations between men and women and the need to integrate the question of the status of women into general questions of human rights. The authors consider that the private and public status of African women and their participation in public life to be essential for the development of the African continent.

(b) Mission to observe the Palestine elections

37. Following a request by Mme. Leila Shahid, Ambassador of the Palestinian Authority in Paris, the Director-General decided to send a mission to observe

the elections in Palestine from 19 to 22 February 1996. Its task was to observe and gather information on the electoral process in the autonomous Arab territories, especially as regards female candidates and electors. This mission was organized in close cooperation with the Women's Affairs Technical Committee (WATC) of Ramalla (Palestine), the official body dealing with women's questions. Out of 680 candidates for 88 seats there were 28 female candidates. Four women were elected. The turnout was big, among women also (in spite of many negative pressures noted by the mission). But the question of the representation of women and of the establishment of a Ministry of Women's Rights remains. The WATC militants demanded a Ministry of Women but, whereas the different technical committees became Ministries after the elections, the women's technical committee became a non-governmental organization. As a result of this mission, UNESCO recommends that WATC should be supported, especially because of its organizing abilities, which make it the ideal partner for timely action in the fields of education, science and technology. UNESCO also suggested that WATC should form part of the Mediterranean networks and should benefit from the follow-up of Euromed. Finally, UNESCO stressed the importance of women in the establishment of Palestinian democratic institutions and of peace. Consequently, the mission urged that the international community should undertake, with financial resources, to uphold and protect the political rights of Palestinian women.

2. UNESCO's contribution to the consideration of women's place in international politics

38. In a circular dated 2 August 1996, the Director-General decided to establish within UNESCO itself an Advisory Committee on Equal Opportunities. This Committee will have the task of advancing the status of women in the secretariat. Special attention will be given to the recruitment and professional prospects of women.

Table 28. The number and percentage of women diplomats appointed to UNESCO in 1996

	Diplomats appointed to UNESCO	Men	Women
Number	538	382	156
Percentage		71	29

Table 29. The number and percentage of women permanent representatives accredited to the Director-General of UNESCO in 1996

	Permanent representatives accredited to the Director-General of UNESCO	Men	Women
Number	152	131	32
Percentage		86.18	13.82

Table 30. Breakdown into different groups of the 21 women permanent representatives accredited to the Director-General

Group I	Andorra, San Marino
Group II	Belarus, Croatia, Latvia, Lithuania, Poland
Group III	Costa Rica, Cuba, Guatemala, Honduras, Jamaica, Peru
Group IV	New Zealand, Philippines, Sri Lanka
Group Va	South Africa, Lesotho, Mali, Mauritius
Group Vb	Syrian Arab Republic

Table 31. The number of women occupying posts of Director at UNESCO in August 1996

	Men	Women
Directors	109	18
Deputy Directors-General	12	2
D2	22	1
D1	75	15

39. Since February 1996 we can observe progress towards greater equality between men and women: in that month there were 121 men and 16 women occupying directors' posts as against 109 men and 18 women in August 1996.

3. General trends in the political and public participation of women throughout the world

40. Local communities, municipal councils, parliamentary institutions (higher and lower chambers) and national representative bodies constitute the main centres of political and public participation. Participation in elections is an essential element of participation in political life but the data appropriate

for regional and international comparisons on electoral participation broken down by sex are not yet available.

41. Participation by women in political life is strongest in the Nordic countries and weakest in the Arab countries. In 55 countries men are the main occupiers of political posts; here women have only 5 per cent of parliamentary seats.

Table 32. Countries with 20 per cent or more parliamentary seats

A. Lower chamber

	%
Developed regions	
Austria	21
Denmark	33
Finland	39
Germany	21
Iceland	24
Luxembourg	20
Netherlands	31
New Zealand	21
Norway	34
Sweden	
Africa	
Seychelles	27
South Africa	25
Latin America/Caribbean	
Cuba	23
Guyana	20
Asia	
China	21
People's Republic of Korea	20

B. Upper chamber

	%
Developed regions	
Australia	21
Austria	21
Netherlands	25
Africa	
Swaziland	20
Latin America/Caribbean	
Barbados a/	29
Belize b/	22
Saint-Lucia a/	36
Trinidad and Tobago a/	23
Asia	
Malaysia	20

a/ All appointed.

b/ All appointed, except for the President of the Chamber who is elected.

Source: The World's Women 1995.

Table 33. Participation of women in political life

	Local communities		Legislative power		Executive power
	Municipalities or equivalent		Upper and lower chambers		
	Women members of council	Women mayors	Seats occupied by women	Proportion of seats occupied by women	Proportion of seats at the ministerial level occupied by women
World	...	...	...	10	6
Industrialized countries	...	...	...	12	8
Developing countries	...	...	...	10	5
Arab countries	...	...	...	4	1
Eastern Asia	...	...	...	19	6
Latin America/ Caribbean	10	4	...	10	8
Southern Asia	...	...	...	5	3
South-East Asia and Pacific	...	...	...		6
Sub-Saharan Africa	...	...	...		6
Least developed countries	...	...	...	6	5
European Union	16	6	...	14	16
Nordic countries	28	17	...	36	31
OECD	16	6	...	13	15

Table 34. Percentage of women occuping decision-making positions in government, by sector, 1994

	Cabinets: executive heads	Politics a/	Economics	Law and justice	Social b/
Developed regions					
Eastern Europe	3.9	0.6	5.1	0.9	10.3
Western Europe	7.8	7.7	8.0	9.7	18.7
Others	10.9	9.7	15.4	15.1	25.1
Africa					
Northern Africa	5.8	-	-	16.7	1.6
Sub-Saharan Africa	2.8	4.4	4.5	6.9	12.5
Latin America/ Caribbean					
Central America	7.7	6.4	9.7	14.6	14.6
South America	4.9	3.1	5.1	5.8	11.5
Caribbean	7.3	20.5	6.7	22.2	22.1
Asia and Pacific					
East Asia	0.6	-	1.5	-	3.9
South-East Asia	1.9	0.5	2.2	-	4.9
Central Asia	-	-	3.9	-	9.0
Southern Asia	5.7	1.0	4.9	6.2	4.8
Western Asia	0.7	-	1.8	1.5	3.9
Oceania	8.8	18.3	2.2	-	5.0

a/ Politics: Ministries (of Defence, Foreign Affairs, Interior).

b/ Social: Ministries (Health, Education, Housing, Social Welfare).

4. Comments on States' reports to the sixteenth session of CEDAW concerning articles 7 and 8 of the Convention

42. We felt it useful for the CEDAW experts who are studying articles 7 and 8 to analyse, as examples, the replies of the States Parties to the Convention, as giving a broad picture of the different situations throughout the world.

Canada

Table 35. Participation of women in political life

Local communities		Legislative power		Executive power
Municipalities or equivalent		Upper and lower chambers		
Women members of council % 1990-1994	Women mayors % 1990-1994	Seats occupied by women % 1994	Proportion of seats occupied by women % 1994	Proportion of seats at the ministerial level occupied by women % 1994
18	...	...	17	14

43. Canada's report points out that the data on the participation of women in public life are not complete enough. Nevertheless, they show that significant progress has been made in the attainment of political equality, an affirmation confirmed by the above figures.

Morocco

Table 36. Participation of women in political life

Local communities		Legislative power		Executive power
Municipalities or equivalent		Upper and lower chambers		
Women members of council % 1990-1994	Women mayors % 1990-1994	Seats occupied by women % 1994	Proportion of seats occupied by women % 1994	Proportion of seats at the ministerial level occupied by women % 1994
-	-	2	1	-

44. Morocco's report shows that its women have made recent progress in their participation in communal and legislative elections (for the first time in 1993 two women were elected to Parliament) and in their access to public posts. Over the last 30 years such access has gradually improved. The posts occupied by women, for the most part, are intermediary or junior. The report seems to show that Morocco is making slow progress towards greater female participation in its public life. But its efforts are clearly inadequate. Not once does the report mention "equality".

Philippines

Table 37. Participation of women in political life

Local communities		Legislative power		Executive power
Municipalities or equivalent		Upper and lower chambers		
Women members of council % 1990-1994	Women mayors % 1990-1994	Seats occupied by women % 1994	Proportion of seats occupied by women % 1994	Proportion of seats at the ministerial level occupied by women % 1994
13	8	25	11	8

45. The Philippines report states that in the field of political rights men and women have attained a formal equality. A de facto inequality persists, however, as regards participation in elections and nomination to public posts. Men continue to occupy the higher-ranking positions in the executive, legislative and judicial branches; women tend to remain at the middle and low level. There are no legal obstacles to their participation in international activities. But socio-cultural factors continue to impede such activities and therefore prevent any real equality of political rights between men and women.

St. Vincent and the Grenadines

Table 38. Participation of women in political life

Local communities		Legislative power		Executive power
Municipalities or equivalent		Upper and lower chambers		
Women members of council % 1990-1994	Women mayors % 1990-1994	Seats occupied by women % 1994	Proportion of seats occupied by women % 1994	Proportion of seats at the ministerial level occupied by women % 1994
-	-	2	13	11

46. The report of St. Vincent and the Grenadines states that men and women have equal political rights. Women vote in large numbers but there are much fewer women candidates. The figures quoted above reveal a low level of female participation in political life. But the report is optimistic. It admits the need for greater efforts in the search for real equality. It mentions two parliamentary women as evidence of a certain female participation at the highest levels of decision-making and power.

Slovenia

47. So far Slovenia's report has not been sent to UNESCO. We cannot therefore comment on it.

Turkey

Table 39. Participation of women in political life

Local communities		Legislative power		Executive power
Municipalities or equivalent		Upper and lower chambers		
Women members of council % 1990-1994	Women mayors % 1990-1994	Seats occupied by women % 1994	Proportion of seats occupied by women % 1994	Proportion of seats at the ministerial level occupied by women % 1994
1	-	8	2	5

48. So far Turkey's report has not been sent to UNESCO. We cannot therefore comment on it. The above figures show that female participation in the political life of Turkey is somewhat low.

Notes

a/ In pursuance of this plan, the following activities may be mentioned:

(a) UNESCO's support for the first women's conference in Bosnia and Herzegovina held in Sarajevo from 25 June to 2 July 1996. More than 400 women from 40 countries attended. Seventy were from countries of the former Yugoslavia and 50 from the Serbian entity. President Izetbegovic noted the vital role of women in the resistance and in the administration of the country during the war years. This meeting was a real success because it actually took place and because of the quality of the statements made. As a result of this conference, UNESCO was able to continue its implementation of the rehabilitation plan for women and children victims of rape in Bosnia and Herzegovina. Four agreements have already been concluded.

(b) Training of officials of women's associations in the organization of psycho-social rehabilitation programmes for women and children who have been victims of violence (especially sexual violence) and establishment of persons trained in pilot meetings in new reception centres.

(c) Establishment in the town of Gorazde of a reception centre for displaced women or war victims. Its aim is to promote activities which involve manual work as therapy. There will also be a psycho-medical unit. A manual will be published for leaders of reception centres and therapeutists.

(d) Dissemination in Serbo-Croat of UNESCO report on the use of rape as a tool of war.

(e) Transmission to ADG/CLT of the draft publication in French of the book in Serbo-Croat by Nermina Kurspahic entitled Disparus, les cavaliers bleus.

b/ International Women's Day: violence against women throughout the world - diversity, similarities.

c/ NAYAR, Usha, UNESCO, New Delhi Office, 1995.